

Agenda
CHHS Graduate Curriculum Meeting

Date: February 23, 2015

Time: 10:30 AM

Location: AC 201

I. Agenda

Action	Create a New Course NURS 521 Statistics in Health Care Contact: Eve Main, eve.main@wku.edu , 745-3489
Action	Create a New Course SLP 557 Speech-Language Pathology and Autism Spectrum Disorders Contact: Kimberly Green, kimberly.green@wku.edu , 745-4303
Action	Create a New Course SLP 558 Interprofessional Practice Across the Lifespan Contact: Jo Shackelford, jo.shackelford@wku.edu , 745-4306
Action	Revise a Program 0011 Doctor of Nursing Practice (DNP), BSN to DNP Option (NNPF) Contact: Eve Main, eve.main@wku.edu , 745-3489
Action	Revise a Program 152 Master of Public Health Contact: Grace Lartey, PhD; grace.lartey@wku.edu ; 53941. Darlene Shearer, DrPH; darlene.shearer@wku.edu ; 55868. Gary English, PhD; gary.english@wku.edu ; 52678.
Action	Revise a Program 0454 Master of Science in Kinesiology Contact: Keri Esslinger, keri.esslinger@wku.edu ; 745-6038
Action	Revise a Program Master of Science, Environmental and Occupational Health Science Contact: Cecilia Watkins, cecilia.watkins@wku.edu , 745-4796

II. Discussion:

III. Upcoming meeting dates:

- a. Graduate Council: March 19, 2015
- b. Senate: April 16, 2015
- c. Next CHHS Graduate Curriculum Committee: March 16, 2015

Create a New Course (Action)

Date: January 28, 2015

College, Department: College of Health and Human Services, School of Nursing

Contact Person: Eve Main, eve.main@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: NURS 521
- 1.2 Course title: Statistics in Health Care
- 1.3 Abbreviated course title:
Statistics in Health Care
- 1.4 Credit hours: 3 hours
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter Grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Fundamental statistical concepts and techniques addressed include levels of measurement, measurement reliability and validity, and common statistical techniques. The emphasis will be on the application of statistics in health care research to improve clinical outcomes.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course was developed following consultation with the department of Public Health. Historically the majority of MSN and DNP students have taken PH 520, however over the past 1 -2 years students in nursing have been enrolled in one section and students in public health majors have been enrolled in another section due to differing teaching methods and practical application of content.
- 2.2 Relationship of the proposed course to other courses at WKU: This course has been developed to specifically meet the needs of graduate nursing students in consultation with Dr. Colin Farrell, the current instructor of PH 520. It is planned that he will be the instructor in NURS 521.

3. Discussion of proposed course:

- 3.1 Schedule type:
- 3.2 Learning Outcomes:
- 3.3 Content outline:
- 3.4 Student expectations and requirements:
- 3.5 Tentative texts and course materials:

4. Budget implications:

- 4.1 Proposed method of staffing:
- 4.2 Special equipment, materials, or library resources needed:

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

Department

January 22, 2015

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course (Action)

Date: 12/12/2014

College, Department: CHHS, Communication Sciences and Disorders

Contact Person: Kimberly Green, Kimberly.green@wku.edu,

1. Proposed course:

- 1.1 Course prefix and number: SLP 557
- 1.2 Course title: Speech-Language Pathology and Autism Spectrum Disorders
- 1.3 Abbreviated course title: SLP & Autism Spectrum Disorder
- 1.4 Credit hours: 3
- 1.5 Variable credit: no
- 1.6 Repeatable for total of hours: no
- 1.7 Grade type: letter
- 1.8 Prerequisites: SLP 501, SLP 504
- 1.9 Corequisites: none
- 1.10 Course description: Development of strategies for speech-language pathologists to assess and treat the social and communication needs of those with autism spectrum disorders.
- 1.11 Course equivalency: none

2. Rationale:

- 2.1 Reason for developing the proposed course: This content has been taught as a section of a SLP 572 Contemporary Issues course for several semesters. It is quite popular with the graduate students. Because there is a limit to the number of times the SLP 572 course can be taken, the department would like to have a specific course in the subject. Current standards require that graduates of accredited programs be able to demonstrate competency in social aspects of communication; this course would help students meet that need. Further, exit surveys from students have indicated that this was a course that was needed. Projected enrollment is 15-20 students based on enrollment of students in elective SLP 572 Contemporary Issues course in Autism.
- 2.2 Relationship of the proposed course to other courses at WKU: Many courses in the WKU Autism Certificate Program cover the similar topic. In particular, SPED 619 Assistive Technology and Communication Interventions for students with Autism Spectrum Disorders is offered. This course differs because its emphasis will be to help speech-language pathology graduate students earn one of the competencies needed to earn certification.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes:
 - Develop an understanding of pertinent background information and the major etiologies of ASD in children and adults
 - Develop an understanding of the impact of ASD and any adverse effect on the social language learning process
 - Plan, implement, evaluate and modify intervention strategies

- Develop an awareness of issues pertinent to speech-language pathology service delivery such as cultural diversity, behavior management, and collaboration.
- 3.3 Content outline: Autism Spectrum Disorders, the SLP's role in assessment and service delivery to the ASD population, competency development in social communication
- 3.4 Student expectations and requirements: research project, attend lectures, exams, presentation
- 3.5 Tentative texts and course materials:
 Hall, Laura J. (2013). Autism Spectrum Disorders: From Theory to Practice. 2nd Edition.
 2014 Certification Standards for Speech-Language Pathology, ASHA
 2014 Speech-Language Pathology Practice Portal - Autism
<http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Resources>

4. Budget implications:

- 4.1 Proposed method of staffing: current faculty; there is room in current faculty members' teaching loads to cover electives
- 4.2 Special equipment, materials, or library resources needed: none

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

Department of Communication Sciences and Disorders	12/12/2014
CHHS Graduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**College of Health and Human Services
Department of Communication Sciences and Disorders
Proposal to Create a New Course**

Contact Person: Jo Shackelford Email: jo.shackelford@wku.edu Phone: 270-745-4306

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SLP 558
- 1.2 Course title: Interprofessional Practice Across the Lifespan
- 1.3 Abbreviated course title: Interprofessional Practice
- 1.4 Credit hours: 3 hours
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: Permission of instructor.
- 1.7 Course description: Principles of interprofessional collaboration and will explore roles of family/caregivers and health care and educational professionals; interprofessional communication, decision making, and collaborative team problem solving as it relates to a variety of settings across the lifespan.

2. Rationale:

- 2.1 Reason for developing the proposed course:
 - Interprofessional collaborative practice is important for high quality patient-centered care
 - "Through the experience of learning with and from those in other professions, students also develop leadership qualities and respect for each other, which prepares them for work on teams and in settings where collaboration is a key to success. This success is measured by better and safer patient care as well as improved population health outcomes."- Institute of Medicine Global Forum on Health Professions Education, Interprofessional Education for Collaboration Workshop Summary (May 2013)
- 2.2 Projected enrollment in the proposed course:

This is an elective course for the Master of Science in Speech-Language Pathology.
- 2.3 Relationship of the proposed course to courses now offered by the department:

Currently no course exists that addresses this content in depth. SLP 579 Professional Issues covers some discussion of roles of other health care professionals. Several courses (SLP 501 Early Intervention in Speech-Language Pathology, SLP 504 Seminar in Child Language, SLP 507 Aphasia, SLP 514 Dysphagia, SLP 550 Consultation in Communication Disorders) discuss roles of other professionals and families within course content, but interprofessional collaboration is not the focus of these courses.
- 2.4 Relationship of the proposed course to courses offered in other departments:

- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - Many universities are offering interprofessional education courses in their program of study or as an elective.

- University of Louisville EDSP 637; University of Kentucky IEC 510, RC 546; University of North Dakota CSD 580; Medical University of South Carolina IP 710; Massachusetts General Hospital Institute of Health Professions HP 722; Wichita State University HP 801.

Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

- Students will understand the concept of interprofessional teamwork and the evidence base that supports its effectiveness
- Students will demonstrate knowledge of roles of professionals, patient/client, and family members with whom they will collaborate (healthcare and educational professionals, their scope of practice, settings in which they work, and role of families/caregivers)
- Students will learn communication strategies and tools for effective interprofessional collaboration (communication, conflict management and negotiation)
- Students will demonstrate skills needed to engage parents, patients/clients, and related professionals during assessment and treatment of clients across the lifespan.
- Students will be introduced to the concepts of and strategies for leadership and membership

3.3 Content outline:

- Introduction to interprofessional teamwork
- Current developments, key concepts and issues
- Evidence base for interprofessional education
- Roles of related professionals and families/caregivers
- Factors that influence interprofessional teamwork (attitudes, culture, schedules, workload, training, professional boundaries)
- Communication strategies for interprofessional collaboration
- Collaborative assessment and intervention
- Roles and responsibilities on interprofessional teams
- Evaluating interprofessional teamwork

3.4 Student expectations and requirements:

- Discussion
- Researching and reporting on topics
- Projects and assignments
- Examination

3.5 Tentative texts and course materials:

Reeves, S., Lewin, S., Espin, S., & Zwarenstein, M. (2011). *Interprofessional teamwork for health and social care* (Vol. 8). John Wiley & Sons.

4. Resources:
 - 4.1 Library resources: Adequate
 - 4.2 Computer resources: Adequate
5. Budget implications:
 - 5.1 Proposed method of staffing: Current staff
 - 5.2 Special equipment needed: None
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
6. Proposed term for implementation: Summer 2015
7. Dates of prior committee approvals:

Department: Communication Sciences and Disorders
CHHS Graduate Curriculum Committee
Professional Education Council
Graduate Council
University Senate

12/12/14

Revise a Program (Action)

Date: January 28, 2015

College: College of Health and Human Services

Department: School of Nursing

Contact Person: Eve Main, eve.main@wku.edu, 5-3489

1. Identification of program:

1.1 Reference number: 0011

1.2 Program title: Doctor of Nursing Practice (DNP), BSN to DNP Option (DNPF)

2. Proposed change(s):

2.1 ☐ title:

2.2 ☐ admission criteria:

2.3 ☒ curriculum: Delete NURS 520 and add NURS 605

2.4 ☐ other:

3. Detailed program description:

Existing Program	Revised Program
Graduate Statistics Course (3 hours)	Graduate Statistics Course (3 hours)
NURS 500 Advanced Pathophysiology (4 hours)	NURS 500 Advanced Pathophysiology (4 hours)
NURS 503 Advanced Health Assessment (2 hours)	NURS 503 Advanced Health Assessment (2 hours)
NURS 504 Theoretical Foundations of Professional Nursing (3 hours)	NURS 504 Theoretical Foundations of Professional Nursing (3 hours)
NURS 505 Advanced Health Assessment Clinical (1 hour)	NURS 505 Advanced Health Assessment Clinical (1 hour)
NURS 508 Advanced Issues in Professional Nursing (1 hour)	NURS 508 Advanced Issues in Professional Nursing (1 hour)
NURS 509 Advanced Practice Management (1 hour)	NURS 509 Advanced Practice Management (1 hour)
NURS 510 Advanced Nursing Research (3 hours)	NURS 510 Advanced Nursing Research (3 hours)
NURS 515 Advanced Pharmacology (4 hours)	NURS 515 Advanced Pharmacology (4 hours)
NURS 520 Teaching in Schools of Nursing (3 hours)	NURS 605 Leadership in Nursing Practice (3 hours)
NURS 546 Primary Care of Infant, Child and Adolescent (3 hours)	NURS 546 Primary Care of Infant, Child and Adolescent (3 hours)
NURS 547 Primary Care of Infant, Child and Adolescent Clinical (2 hours)	NURS 547 Primary Care of Infant, Child and Adolescent Clinical (2 hours)
NURS 548 Primary Care of Adults (3 hours)	NURS 548 Primary Care of Adults (3 hours)
NURS 549 Primary Care of Adults Clinical (2 hours)	NURS 549 Primary Care of Adults Clinical (2 hours)
NURS 554 Primary Care Practicum (5 hours)	NURS 554 Primary Care Practicum (5 hours)
NURS 601 Orientation to Doctor of Nursing Practice (2 hours)	NURS 601 Orientation to Doctor of Nursing Practice (2 hours)

NURS 620 Biostatistics for Healthcare Professionals (3 hours) NURS 630 Advanced Epidemiology (3 hours) NURS 700 Leadership and Organizational Theory (3 hours) NURS 701 Leadership in Health Policy (3 hours) NURS 712 Evidence-Based Practice (3 hours) NURS 714 Economic and Financial Influences in Healthcare Systems (3 hours) NURS 740 Technology in Healthcare (3 hours) NURS 750 Program Development and Evaluation (3 hours) NURS 755 Quality Improvement in Healthcare (3 hours) NURS 765 Institutional Review Board Process in Nursing (1 hour) NURS 780 Clinical Practicum (6 hours)	NURS 620 Biostatistics for Healthcare Professionals (3 hours) NURS 630 Advanced Epidemiology (3 hours) NURS 700 Leadership and Organizational Theory (3 hours) NURS 701 Leadership in Health Policy (3 hours) NURS 712 Evidence-Based Practice (3 hours) NURS 714 Economic and Financial Influences in Healthcare Systems (3 hours) NURS 740 Technology in Healthcare (3 hours) NURS 750 Program Development and Evaluation (3 hours) NURS 755 Quality Improvement in Healthcare (3 hours) NURS 765 Institutional Review Board Process in Nursing (1 hour) NURS 780 Clinical Practicum (6 hours)
Total Hours: 76 hours	Total Hours: 76 hours

4. **Rationale:** The deletion of NURS 520, Teaching in Schools of Nursing and the addition of NURS 605, Leadership in Nursing Practice will better prepare our students for practice as a DNP. NURS 605 course content will provide the student with needed preparation in clinical prevention and population health to improve health outcomes through interdisciplinary collaboration, consultation, and management of patient care. The deletion of NURS 520 will not adversely affect the curriculum as the majority of our BSN to DNP students will be in clinical practice and not nursing education.

5. **Proposed term for implementation:** Fall 2015

6. **Dates of committee approvals:**

School of Nursing	<u>December 3, 2014</u>
CHHS Graduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Revise a Program (Action)

Date: October 31, 2014

College: College of Health and Human Services

Department: Public Health

Contact Person: Grace Lartey, PhD; grace.lartey@wku.edu; 53941. Darlene Shearer, DrPH; darlene.shearer@wku.edu; 55868. Gary English, PhD; gary.english@wku.edu; 52678.

1. Identification of program:

- 1.1 Reference number: 152
- 1.2 Program title: Master of Public Health

2. Proposed change(s):

- 2.1 ☐ title:
- 2.2 ☒ admission criteria: Yes
- 2.3 ☒ curriculum:
- 2.4 ☒ other: Adding a third concentration Generalist (Online) to the MPH Program; revise program description.

3. Current detailed program description:

Current Program	Proposed Program
The Master of Public Health degree is designed to meet the needs of a wide range of health professionals (e.g. public health educators, nurses, environmentalists, public health administrators, industrial health personnel, nutritionists, dental hygienists, physicians, and other professionals) who desire graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). Two concentrations are offered: Environmental Health and Health Education. To pursue the MPH degree, the applicant must have completed a baccalaureate in health sciences, or have adequate academic preparation in disciplines basic to public health.	The Master of Public Health degree is designed to meet the needs of a wide range of health professionals desiring a graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). The MPH program has three concentrations are offered: Environmental Health, Generalist and Health Education.
Admission Requirements: 1. Completion of a baccalaureate degree from an accredited institution or its equivalent. 2. At least an undergraduate minor in health or previous education in the sciences basic to health. 3. A minimum GAP score of 593 [GAP =	Admission Requirements: 1. Completion of a baccalaureate degree from an accredited institution or its equivalent. 2. A minimum GAP score of 593 [GAP =

<p>(GRE-V + GRE-Q) + (Undergraduate GPA x 100)]. Students who took the GRE between 2002 and August 2011 must submit a minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE-V + GRE-Q + GRE-A) x Undergraduate GPA].</p> <p>4. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT).</p> <p>6. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions:</p> <p>a) GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score;</p> <p>b) or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university.</p> <p>7. Submission of:</p> <p>a) a written statement of purpose</p> <p>b) a resume</p> <p>c) 2 letters of academic reference</p> <p>Admission Requirements For International Students Who Enroll Through Navitas</p> <p>1. Completion of a baccalaureate degree from an accredited institution or its equivalent</p> <p>2. At least an undergraduate minor in health, or previous education in the sciences basic to health.</p> <p>3. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>4. English language assessments waived provided candidate earns a “B” or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master’s program.</p> <p>5. GRE waived provided candidate earns a “B” or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master’s program.</p> <p>6. Submission of:</p> <p>a) a written statement of purpose</p>	<p>(GRE-V + GRE-Q) + (Undergraduate GPA x 100)]. Students who took the GRE between 2002 and August 2011 must submit a minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE-V + GRE-Q + GRE-A) x Undergraduate GPA].</p> <p>3. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>4. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT).</p> <p>5. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions:</p> <p>a) GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score;</p> <p>b) Or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university.</p> <p>6. Submission of:</p> <p>a) a written statement of purpose</p> <p>b) a resume</p> <p>c) 2 letters of academic reference</p> <p>Admission Requirements For International Students Who Enroll Through Navitas</p> <p>1. Completion of a baccalaureate degree from an accredited institution or its equivalent</p> <p>2. A recommended GPA of 3.0 on a 4.0 scale.</p> <p>3. English language assessments waived provided candidate earns a “B” or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master’s program.</p> <p>4. GRE waived provided candidate earns a “B” or higher in each of the graduate (500 level) courses taken in the Navitas Pre-Master’s program.</p> <p>5. Submission of:</p> <p>a) a written statement of purpose</p>
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b) a resume c) 2 letters of academic reference	b) a resume c) 2 letters of academic reference Admission Requirements For MPH Generalist Concentration 1. Completion of a baccalaureate degree from an accredited institution or its equivalent. 2. A minimum GAP score of 593 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)]. Students who took the GRE between 2002 and August 2011 must submit a minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE-V + GRE-Q + GRE-A) x Undergraduate GPA]. 3. A recommended GPA of 3.0 on a 4.0 scale. 4. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT). 5. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions: a) GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score; b) or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university c) or admission into a US Medical School 6. Submission of: a) a written statement of purpose b) a resume c) 2 letters of academic reference
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Concentration Objectives

Environmental Health Concentration	Health Education Concentration	Generalist Concentration
The goal of the environmental health option of the MPH program is to prepare graduates who can function as professional environmental health specialist in a variety of public and private settings. A student completing the environmental health option	The public health education specialization prepares public health education professionals to effectively plan, implement, and evaluate health education and promotion programs, and carry out the related professional functions. Graduates will be able	The generalist concentration will provide a broad-based foundation to address the health and well-being of populations and communities. This concentration would also provide students with the opportunity -to

in the MPH program will be able to:	to:	integrate public health practice into other academic or career paths that they have already chosen. Graduates will be able to:
<ul style="list-style-type: none"> • Understand basic concepts of ecology and the role of humans in altering the ecosystem 	<ul style="list-style-type: none"> • Assess individual and community needs for health education 	<ul style="list-style-type: none"> • Describe behavioral , social and cultural factors that contribute to the health and well-being of individuals, communities and populations
<ul style="list-style-type: none"> • Assess a community to determine the presence of adverse environmental conditions and their potential impact on human health 	<ul style="list-style-type: none"> • Plan effective health education programs 	<ul style="list-style-type: none"> • Communicate public health information and issues effectively to health professionals and the public through diverse communication channels
<ul style="list-style-type: none"> • Monitor the community's environment to assure that the environmental quality is conducive to good health 	<ul style="list-style-type: none"> • Implement health education programs 	<ul style="list-style-type: none"> • Critically review and apply evidence-based evaluation of published medical and public health literature
<ul style="list-style-type: none"> • Develop and implement strategies to remediate unhealthy environmental conditions 	<ul style="list-style-type: none"> • Evaluate the effectiveness of health education programs 	<ul style="list-style-type: none"> • Apply principles of ethical conduct to public health practice
<ul style="list-style-type: none"> • Understand the role of and work with the public and private sectors in controlling adverse environmental conditions 	<ul style="list-style-type: none"> • Coordinate provisions of health education programs 	<ul style="list-style-type: none"> • Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience (special studies project or capstone)
<ul style="list-style-type: none"> • Manage resources and personnel to effectively carry out an environmental health program 	<ul style="list-style-type: none"> • Act as a resource person in health education 	<ul style="list-style-type: none"> • Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives
<ul style="list-style-type: none"> • Identify, interpret, and implement environmental health laws, regulations, and policies 	<ul style="list-style-type: none"> • Communicate health and health education needs, concerns, and resources 	<ul style="list-style-type: none"> • Develop the capacity for lifelong learning in public health
<ul style="list-style-type: none"> • Function effectively as a 	<ul style="list-style-type: none"> • Solve problems in ways 	<ul style="list-style-type: none"> • Act as an advocate for the

member of the public health team	sensitive to cultural differences	public's health at local, national and international levels
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Existing Program			Revised Program		
Prefix	Course Title	Hrs	Prefix	Course Title	Hrs
Required Core (24 hours)			Required Core (24 hours)		
PH 520	Biostatistics for Public Health	3	PH 520	Biostatistics for Public Health	3
PH 580	Introduction to Public Health	3	PH 580	Introduction to Public Health	3
PH 582	Epidemiology	3	PH 582	Epidemiology	3
PH 583	Public Health Administration	3	PH 583	Public Health Administration	3
PH 584	Principles of Environmental Health	3	PH 584	Principles of Environmental Health	3
PH 587	Health Behavior	3	PH 587	Health Behavior	3
PH 546	Graduate Internship	3	PH 546	Graduate Internship	3
PH 591	Health Program Evaluation	3	PH 591	Health Program Evaluation	3
Concentration Courses: Environmental Health (18 hours)			Concentration Courses: Environmental Health (18 hours)		
PH 510	Watershed Management & Science	3	PH 510	Watershed Management & Science	3
PH 571	Air Quality Management	3	PH 571	Air Quality Management	3
PH 577	Environmental Toxicology	3	PH 577	Environmental Toxicology	3
EHS 580	Solid and Hazardous Waste	3	EHS 580	Solid and Hazardous Waste	3
PH 599	Thesis OR	6	PH 599 OR	Thesis	6
PH 588	Public Health Capstone	3	PH 588	Public Health Capstone	3
Elective 1		3	Elective 1		3
Total		42	Total		42
Environmental Health Electives					
PH, ENV, EHS or					

HCA prefix. Advisor may approve courses with different prefix.					
Concentration Courses: Health Education (18 hours)			Concentration Courses: Health Education (18 hours)		
PH 548	Community Health Organization	3	PH 548	Community Health Organization	3
PH 575	Health Education & Promotion Planning	3	PH 575	Health Education & Promotion Planning	3
PH 576	Health Education and Communication Techniques in PH	3	PH 576	Health Education and Communication Techniques in PH	3
PH 599 OR	Thesis	6	PH 599 OR	Thesis	6
PH 588	Public Health Capstone	3	PH 588	Public Health Capstone	3
Elective 1		3	Elective 1		3
Elective 2		3	Elective 2		3
Total		42	Total		42
Health Education Electives			Electives		
PH, ENV, EHS or HCA prefix. Advisor may approve courses with different prefix.			PH 467G	Drug Abuse Education	3
			PH 501	Research Methods	3
			PH 502	Health Promotion in the Workplace	3
			PH 530	Independent Investigations in PH	1-6
			PH 564	Public Health Issues in Women's Health	3
			EHS 572	Environmental and Occupational Epidemiology	3
			PH 585	International Health	3

			PH 595	PH Management of Disasters	3
			PH 620	Advanced Biostatistics	3
			PH 630	Advanced Epidemiology	3
			PH 591	Health Program Evaluation	3
			Advisor may approve other electives not listed		
			Concentration Courses: Generalist (18 hours)		
			PH 588	Capstone	3
			Focus Area: Choose 3 from this list (9 hours)		
			PH 548	Community Health Organization	3
			PH 575	Health Education & Promotion Program Planning	3
			PH 576	Education and Communication Techniques in PH	3
			EHS 572	Environmental and Occupational Epidemiology	3
			PH 577	Environmental Toxicology	3
			PH 595	PH Management of Disasters	3
			HCA 541	Strategic Management and Marketing Health Services	3
			HCA 545	Managerial Finance in Health Services	3
			HCA 586	Health Economics and Policy	3

			Other Public Health focus areas may be selected with advisor permission		
			Generalist Electives: Choose 2 from this list (6 hours)		
			PH 467G	Drug Abuse Education	3
			PH 501	Research Methods	3
			PH 502	Health Promotion in the Workplace	3
			PH 530	Independent Investigations in PH	1-6
			PH 548	Community Health organization	3
			PH 564	PH issues in Women's Health	3
			PH 575	Program Planning	3
			PH 576	Education and Communication Techniques	3
			EHS 572	Environmental and Occupational Epidemiology	3
			PH 577	Environmental Toxicology	3
			PH 585	International Health	3
			PH 595	PH Management of Disasters	3
			EHS 580	Solid & Hazardous Waste Management	
			HCA 541	Strategic Management and Marketing Health Services	3
			HCA 545	Managerial Finance in Health Services	3
			HCA 586	Health Economics and Policy	3
			Total		42
			Advisor may approve other electives not listed		

4. Rationale: The Master of Public Health (MPH) is a professional degree designed to meet the needs of a wide range of professionals. The Master of Public Health program is already in existence at Western Kentucky University (WKU). The program has two concentrations: Health Education and Environmental Health. The Generalist concentration is designed to meet the needs of working professionals and will be offered 100% on-line. In a growing market of MPH programs that compete for students, adding an online concentration that is broad-based will make our program more competitive. The Generalist concentration also meets requirements of the Council on Education for Public Health (CEPH) in terms of our existing curriculum. The concentration will provide a broad-based foundation to address the health and well-being of populations and communities. This concentration would also provide students with the opportunity to integrate public health practice into other academic or career paths that they have already chosen.

5. Proposed term for implementation: Fall 2015

6. Dates of committee approvals:

Department of Public Health	<u>2/9/15</u>
CHHS Graduate Curriculum Committee	<u></u>
Graduate Council	<u></u>
University Senate	<u></u>

Proposal date: January 26th, 2015

**College of Health & Human Services
Department of Kinesiology Recreation and Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: Keri Esslinger, keri.esslinger@wku.edu; 745-6038

1. Identification of program:

- 1.1 Current program reference number: 0454
- 1.2 Current program title: Master of Science in Kinesiology

2. Identification of the proposed program changes:

- 2.1 ☐ title:
- 2.2 ☐ admission criteria:
- 2.3 ☒ curriculum: Changes for the Teacher Leader Concentration only. *Note: The Exercise Science and Fitness Management concentrations are not changing.*
 - Update of the Professional Education core to reflect changes already made by the College of Education.
 - Addition of KIN 520 - Teaching Strategies in Physical Education to the Specialization component.
 - Addition of RSA 534 - Facility Management to the Physical Education Specialization component.
 - Deletion of KIN 501 - Research Methods in PE/KIN from the Physical Education Specialization component.
 - Deletion of KIN 504 – Advanced Exercise Physiology
 - Minimum hours to degree will increase by one, from 30 to 31 hours
- 2.4 ☐ other:

3. Detailed program description:

*Note that a program revision proposal approved at the January 22, 2015 Senate deleted a concentration in Corporate Health Management.

Old Program*	New Program
The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.	The M.S. in Kinesiology program has three concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.

<p>The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>Teacher Leader Admission Requirement</i> Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.</p> <ol style="list-style-type: none"> 1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility. 2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. 3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. <p>Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>*GAP=(GRE-V+GRE-Q)+(undergraduate GPAx1000)</i></p> <p>The Physical Education Teacher Leader Concentration requires 9 16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.</p>	<p>The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.</p> <p><i>Teacher Leader Admission Requirement</i> Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.</p> <ol style="list-style-type: none"> 1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility. 2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. 3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility. <p>Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>*GAP=(GRE-V+GRE-Q)+(undergraduate GPAx1000)</i></p> <p>The Physical Education Teacher Leader Concentration requires 10-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.</p>
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The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and content areas to discuss and work on ~~grade level~~ challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of KIN ~~501~~, 503, ~~504~~, 505, and 508. This specialization allows for professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core (see *Important Note* below). All students must complete TCHL ~~540, 544, 548, 550, 554, and 558~~ or pass proficiency evaluations for these courses. TCHL ~~500, 530, and 560~~ (or discipline-specific action research course), are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and/or content areas to discuss and work on **grade level** challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of KIN 503, 505, 508, **520**, and RSA 534. This specialization allows for professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core .All students must complete **TCHL 500, 530, 545, 555, 559, and 560** or pass proficiency evaluations for **TCHL 545 and 555**. **If the proficiency tests for TCHL 545 and 555 are passed, 6 hours of advisor approved electives will be needed to replace those courses.**

~~Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.~~

~~(Level I) Professional Education Core--9- 16 hours~~

~~TCHL 500 – Foundations of Teacher Leadership (3 Hrs)~~

~~TCHL 530 Curriculum Development (3 Hrs)~~

~~TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr)~~

~~TCHL 554 – Student Assessment II: Standardized Testing (1 hr)~~

~~TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs)~~

~~TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr)~~

~~TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr)~~

~~TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr)~~

~~TCHL 560 – Action Research for Teacher Leaders (3 Hrs)~~

Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all

(Level I) Professional Education Core – 10 - 16 hours

TCHL 500 – Foundations of Teacher Leadership (3 Hrs)

TCHL 530 Curriculum Development (3 Hrs)

TCHL 545 (3hr) – Classroom Instructional Strategies and Management

TCHL 555 (3hr) - School and Classroom Assessment

TCHL 559 (1hr) – Action Research Design

TCHL 560 – Action Research Capstone for Teacher Leaders (3 Hrs)

Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all

<p>performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><u>(Level II) Specialization Component—15 hours</u> KIN 501—Research Methods in Kinesiology (3 Hrs) KIN 503– Advanced Motor Learning & Control (3 Hrs) KIN 504—Advanced Exercise Physiology (3 Hrs) KIN 505 – Foundations of Curriculum Construction (3 Hrs) KIN 508 – Adaptive Physical Education (3 Hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>	<p>performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><u>Level (II) Specialization Component—15 hours</u> KIN 503– Advanced Motor Learning & Control (3 Hrs) KIN 505 – Foundations of Curriculum Construction (3 Hrs) KIN 508 – Adaptive Physical Education (3 Hrs) KIN 520 – Teaching Strategies in Physical Education RSA 534 – Facility Management (3hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>
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4. **Rationale for the proposed program change:**

- The proposed changes in the professional education core are focused on having curriculum in alignment with the Teacher Leader framework of the university and with the requirements of the Kentucky Education Professional Standards Board (EPSB), the entity which issues certificates for all Kentucky teachers.
- The changes in the specialization component are in response to current needs of physical educators in the schools regarding safety and proper management of the learning environment, which in physical education is a gymnasium facility, and in response to the addition of the research class in the professional education core.
 - TCHL 559 and TCHL 560 are both research-oriented courses and required in the Professional Education Core, therefore the KIN 501 is redundant for students thus being removed.
 - KIN 504 Advanced Exercise Physiology is being removed from the specialization component as the other courses being added will provide content assessed to be needed to enhance teaching and to offer flexibility in method of course delivery.
 - KIN 520 is being added to the specialization component as the course focuses on the physical education models in teaching and is not related to the instructional strategies and management offered in the core.
 - RSA 534 Facility Management is being added to the specialization component because of the current need for safer, better-managed physical education environments. There is very little room for this information in any of the undergraduate curriculum that specifically

addresses managing your facility – yet when teachers are hired, they are ultimately responsible for the safety of the classroom environment. For physical education teachers the classroom can include any of the following: lunchroom/gymnasiums, large gymnasiums with extensive seating, outdoor courts and fields, climbing walls, weight rooms, locker rooms, and more. The teachers are ultimately responsible to know how to best manage their teaching in these environments in order to provide a safe environment. To best serve both the students and teachers, a course like this is a very important addition. This course will have an assignment specific to those students in the PE Teacher Leader program that requires them to complete a facility assessment of their current facility.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

School of Kinesiology, Recreation & Sport: 2/06/2015

CHHS Graduate Curriculum Committee: _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: February 2015

**College of Health and Human Services
Department of Public Health
Proposal to Revise a Program
(Action Item)**

Contact Person: Cecilia Watkins
cecilia.watkins@wku.edu
270-745-4796

1. Identification of program:

- 1.1 Current program reference number:
- 1.2 Current program title: Master of Science, Environmental and Occupational Health Science

2. Identification of the proposed program changes:

- 2.1 ☐ title:
- 2.2 ☐ admission criteria:
- 2.3 ☒ curriculum: Replace COMM 523 with PH 576
- 2.4 ☐ other:

3. Detailed program description:

Master of Science, Environmental and Occupational Health Science Total Hours = 36 credit hours Core Courses (18 credit hours required) PH 520 - Biostatistics for Public Health (3 hrs) PH 577 – Environmental Toxicology (3 hrs) PH 582 – Epidemiology: Practice and Theory (3 hrs) PH 584 - Principles of Environmental Health (3 hrs) PH 501 – Research Methods (3 hrs) EHS 572 - Environmental and Occupational Epidemiology (3 hrs) Electives (minimum of 12 credit hours required) <u>EOHS Electives</u> PH 510 - Watershed Management and Science (3 hrs) PH 560 – Environmental Management and Risk Assessment (3 hrs) PH 571 - Air Quality Management (3 hrs) EHS 580 - Solid and Hazardous Waste Management (3 hrs) PH 595 - Public Health Management of Disasters (3 hrs) <u>Worksite Health Promotion Electives</u> PH 502 - Health Promotion in the Workplace (3 hrs)	Master of Science, Environmental and Occupational Health Science Total Hours = 36 credit hours Core Courses (18 credit hours required) PH 520 - Biostatistics for Public Health (3 hrs) PH 577 – Environmental Toxicology (3 hrs) PH 582 – Epidemiology: Practice and Theory (3 hrs) PH 584 - Principles of Environmental Health (3 hrs) PH 501 – Research Methods (3 hrs) EHS 572 - Environmental and Occupational Epidemiology (3 hrs) Electives (minimum of 12 credit hours required) <u>EOHS Electives</u> PH 510 - Watershed Management and Science (3 hrs) PH 560 – Environmental Management and Risk Assessment (3 hrs) PH 571 - Air Quality Management (3 hrs) EHS 580 - Solid and Hazardous Waste Management (3 hrs) PH 595 - Public Health Management of Disasters (3 hrs) <u>Worksite Health Promotion Electives</u> PH 502 - Health Promotion in the Workplace (3 hrs)
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PH 575 - Health Education/Promotion Program Planning (3 hrs) COMM 523 – Health Communication (3 hrs) PH 587 – Health Behavior (3 hrs) Culminating experience - students must choose a thesis or an internship – (6 credit hrs)	PH 575 - Health Education/Promotion Program Planning (3 hrs) PH 576 – Education and Communication Techniques PH 587 – Health Behavior (3 hrs) Culminating experience - students must choose a thesis or an internship – (6 credit hrs)
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4. Rationale for the proposed program change: PH 576 Education & Communication Techniques is a public health course, which has communication techniques, and is in the Department of Public Health.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals:

Public Health Department:	February 9, 2015
CHHS Graduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____